

INTRODUCTION

What is the **FOCUS** series?

FOCUS is a reading-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Reading Strategy. *FOCUS* also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

6 Reading Strategies featured in the *FOCUS* series:

- Understanding Main Idea and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Drawing Conclusions and Making Inferences

The *FOCUS* series spans 8 reading levels (1.0–8.9). The reading passages in each book are designed so that the book can be used by all students performing at that reading level. The reading passages in each book progress from low to high along that reading level range.

Book	Reading Level
Book A	1.0–1.9
Book B	2.0–2.9
Book C	3.0–3.9
Book D	4.0–4.9
Book E	5.0–5.9
Book F	6.0–6.9
Book G	7.0–7.9
Book H	8.0–8.9

What is Understanding Sequence, the Reading Strategy featured in this *FOCUS* book?

Sequence is the order in which things happen or the order in which things are done. Something happens first, then something else happens, then something else, and so on. Clue words often signal sequence. Some sequence clue words are: *first, second, next, then, last, finally, before* and *after*. Words that show time also signal sequence. Some time words are *noon, Tuesday, February, 1977, the 1700s, winter* and *morning*. Numbers (1, 2, 3 and so on) may also indicate sequence, especially in a set of directions, like a recipe or game rules.

What is in each student book?

There are 48 student books in the *FOCUS* series. There is one student book for each of the 6 Reading Strategies, at each of the 8 reading levels. Each student book contains:

- *To the Student*
This introduces the program and should be read and discussed with students to make sure they understand what they are to do in the book.
- *Table of Contents*
- *Learn About (Modelled Practice)*
These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of this teacher guide.
- *Lesson Preview (Guided Practice)*
These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through, and discussed with students to make sure they understand how to answer strategy-based questions.
- *20 Lessons (Independent Practice)*
Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response writing question.

Reading Passages: The reading passages progress across the reading level. The passage genres include:

—**Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folktale, fable, legend

—**Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment

Selected-response questions: In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.

Constructed-response writing questions: In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of this teacher guide.

- *Tracking Chart*
Students use this chart for noting their completion of and performance in each lesson.
- *Self-Assessments*
These five forms allow students the opportunity for self-assessment of their performance.
- *Answer Form*
Students may use this form to record their answers to the eighty selected-response questions and to indicate that they have answered each of the twenty constructed-response writing questions.

To understand the sequence in a passage, think about what happens or what is done first, second, third, fourth, and so on.

Clue words such as *first, second, next, then, last, finally, before* and *after* may tell the order in which things happen.

In the paragraph about James, the clue word *first* is used to tell about what he did first. What other clue words tell about the sequence of events in the paragraph? The clue words *next* and *finally* are used.

Words that show **time** may also tell the sequence. Such words can tell the time of day, the day of the week, the month, the year, the season, and so on. Some **time words** are *noon, Tuesday, February, 1977, the 1700s, winter* and *morning*. For example:
 In the morning, I ate an early breakfast. At noon, I almost missed lunch. In the evening, I sat down to a nice dinner.

Numbers (1, 2, 3 and so on) are sometimes used to show the sequence of steps in a set of directions, such as recipes or game rules.

If you don't see any clue words, you can still figure out the sequence in a passage. Just ask yourself what happens or what is done first, next, and so on.

Remember!

Sequence is the order in which things happen or the order in which things are done.

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Sequence is very important in a set of directions. If you didn't know what to do first, next, and so on, you wouldn't be able to assemble the toy for your cousin, play the newest game, do the experiment for the science fair, or find your way to a friend's new house, for example.

You may already know what it's like to try to use a new mobile phone, computer or software program without following the steps in the directions.

Definitions: "The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students (modeling and careful scaffolding is key)." (Abadiano & Turner, 2003, p. 76).

Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74-79.

Clue Words: "Authors often showcase text patterns by giving readers clues or signals to help them figure out the structure being used. . . . A signal may be a word or a phrase that helps the reader follow the writer's thoughts." (Vacca & Vacca, 2005, p. 398).

Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Pearson Education, Inc.

Sometimes a sequence has clue words, sometimes it doesn't.

Charlotte stepped off the bus and then took her first real look at the big city. (clue word *then*)

Charlotte stepped off the bus and took her first real look at the big city. (no clue word)